DOCUMENT RESUME

ED 403 814 HE 029 859

AUTHOR MacFarland, Thomas W.
TITLE The Impact of Nova Southeastern University on the South Florida Economy. Research and Planning Report 95-03.
INSTITUTION Nova Southeastern Univ., Fort Lauderdale, FL.
PUB DATE Jan 95
NOTE 31p.
PUB TYPE Reports - Research/Technical (143)

EDRS PRICE MF01/PC02 Plus Postage.
DESCRIPTORS Economic Development; Economic Factors; *Economic Impact; Higher Education; *Socioeconomic Influences; *Universities
IDENTIFIERS *Florida (Broward County); *Nova Southeastern University FL

ABSTRACT

This study used a standard deterministic input-output economic impact model to estimate the impact of Nova Southeastern University (NSU) on the South Florida economy. After application of a conservative 1.8 multiplier, it was determined that NSU and its many faculty, staff, students, and guests contributed over $217 million to the South Florida economy during fiscal year (FY) 1994. Although the university is best known for its distance education programs, nearly 80 percent of NSU's budget remained in South Florida, contributing to the local economy as the money was spent and respent. NSU made direct expenditures of nearly $71 million in Broward County alone in FY 1994. Nearly 75 percent of the university's students are Florida residents, with nearly 30 percent permanent residents of Broward County. On January 1, 1994, Nova University merged with Southeastern University of the Health Sciences to form NSU. Construction of a new $40 million Health Professions Division complex began on NSU's Davie campus in Fall 1994, contributing to the university's expected growth in enrollment and impact on the South Florida economy. (Contains 16 references.) (MDM)

****
* Reproductions supplied by EDRS are the best that can be made *
* from the original document. *
****

ED 403 814

THE IMPACT OF NOVA SOUTHEASTERN UNIVERSITY ON THE SOUTH FLORIDA ECONOMY

Thomas W. MacFarland

Senior Research Associate

BEST COPY AVAILABLE

Nova Southeastern University
Research and Planning

PERMISSION TO REPRODUCE THIS MATERIAL HAS BEEN GRANTED BY

Thomas W. MacFarland

TO THE EDUCATIONAL RESOURCES INFORMATION CENTER (ERIC)

January 1995

U.S. DEPARTMENT OF EDUCATION
Office of Educational Research and Improvement
EDUCATIONAL RESOURCES INFORMATION CENTER (ERIC)

☑ This document has been reproduced as received from the person or organization originating it.

☐ Minor changes have been made to improve reproduction quality.

• Points of view or opinions stated in this document do not necessarily represent official OERI position or policy.

IR 017 859

THE IMPACT OF NOVA SOUTHEASTERN UNIVERSITY ON THE SOUTH FLORIDA ECONOMY

Thomas W. MacFarland

Senior Research Associate

Nova Southeastern University
Research and Planning

January 1995

EXECUTIVE SUMMARY

This study used a standard deterministic input-output economic impact model to estimate the impact of Nova Southeastern University on the South Florida economy. After application of a conservative 1.8 multiplier, it was determined that Nova Southeastern University and its many faculty, staff, students, and guests contributed over $217 million to the South Florida economy during Fiscal Year 1994.

Unlike economic impact studies at other universities, where courses are offered in a fairly traditional manner, this study and its findings are of special importance to NSU and the South Florida economy in view of the attention often given to the University's distance education programs. Although Nova Southeastern University's many distance education programs remain central to the University's mission, it is important to note that approximately 80 percent of Nova Southeastern University's budget ($100 million in direct expenditures of a $130 million budget) remained in South Florida, contributing to the local economy as money is spent and respent. Indeed, NSU made direct expenditures of nearly $71 million in Broward County alone in Fiscal Year 1994. In terms of economics, NSU is decidedly a South Florida institution.

This report also identified the large role the University has in the education of South Florida residents. Nearly 75 percent of the University's students are Florida residents, with almost 54 percent of all students residing in South Florida. And, almost 30 percent of all NSU students are permanent residents of Broward County.

On January 1, 1994, Nova University merged with Southeastern University of the Health Sciences. Construction of the new $40 million Health Professions Division complex began on NSU's Davie campus in Fall 1994, with completion expected by Spring 1996. This facility, and all other services offered to students and the public, will complement the University's expected growth in enrollment and the impact of this growth on the South Florida economy.

TABLE OF CONTENTS

Page

INTRODUCTION 1

Problem Statement 1

Context of Nova Southeastern University and the South Florida Economy 1

Definition of Terms 2

Assumptions and Limitations 3

Assumptions 3

Limitations 4

METHODOLOGY 6

Selection of a Model 6

Selection of a Multiplier 6

Sources of Data 7

RESULTS 8

SUMMARY 10

Direct Economic Impact of Nova Southeastern University on the South Florida Economy 10

Hidden Economic Impact of Nova Southeastern University on the South Florida Economy 10

Nova Southeastern University's Long-Term Contribution to South Florida 10

Consulting and Other Income by Nova Southeastern University Faculty 11

Recommendations 11

REFERENCES 12

LIST OF TABLES

Table		Page
1	Summary of All Monies Contributed to the South Florida Economy by Nova Southeastern University: FY 1994	8
2	Nova Southeastern University's Expenditures in South Florida: Fiscal Year 1994	14
3	Geographic Representation (Permanent Residence) of Nova Southeastern University Students by Florida Residence	15
4	Geographic Representation (Permanent Residence) of Nova Southeastern University Students by Florida Residence: Broward County Students	17
5	Geographic Representation (Permanent Residence) of Nova Southeastern University Students by Florida Residence: Dade County Students	18
6	Geographic Representation (Permanent Residence) of Nova Southeastern University Students by Florida Residence: Monroe County Students	19
7	Geographic Representation (Permanent Residence) of Nova Southeastern University Students by Florida Residence: Palm Beach County Students	20
8	Residence of Nova Southeastern University Students: Temporary and Permanent South Florida Residence	21
9	Residence of Nova Southeastern University Students: Estimates of Distance Education Students Residing Away from NSU and South Florida	22
10	Estimated Number of Room Nights in South Florida for All Nova Southeastern University Constituents	23
11	Estimated Number of Room Nights in South Florida for Attendance at Required Activities by Nova Southeastern University Distance Education Students	24

INTRODUCTION

Problem Statement

Nova Southeastern University (NSU) receives national attention for the quality of its many innovative programs and the effect of these programs on social change. Along with the effect of these programs on society, it should also be known that the University itself has a significant impact on the South Florida economy. With over 1,600 full time professional and support staff, as well as the employment of over 1,500 part time employees per year, it is not surprising that the Broward Economic Development Council, in a 1993 survey of non-manufacturing companies, identified Nova Southeastern University as the 15th largest employer in Broward County (Broward Economic Development Council, *1994-95 Broward County Statistical Profile*, 1994-1995, p. 3).

Although the size and complexity of the University suggests that it has a major impact on the local economy, the magnitude of this influence on the South Florida economy had not yet been assessed with any degree of accuracy. The purpose of this study is to offer an initial analysis of Nova Southeastern University (NSU) and how its $130 million budget (*Nova Southeastern University Annual Report*, 1994, p. vi), spending by faculty, staff, students and visitors, and the application of a conservative 1.8 multiplier resulted in over $217 million contribution to the South Florida economy during Fiscal Year 1994.

Context of Nova Southeastern University and the South Florida Economy

The University was originally chartered by the State of Florida in 1964 as Nova University of Advanced Technology. On January 1, 1994, Nova University merged with Southeastern University of the Health Sciences to form a new institution, Nova Southeastern University. Unlike the other eight South Florida regionally accredited institutions that offer bachelor's, first professional, or graduate degrees, Nova Southeastern University has selected to emphasize education for professional advancement, augmented by the use of innovative delivery formats and technology when appropriate, as its mission:

Mission Statement

Nova Southeastern University provides educational programs of distinction from pre-kindergarten through the doctoral level at times and locations convenient to students, prepares students for leadership roles in business and the professions, encourages research and community service, and fosters an atmosphere of creativity and innovation utilizing technology where appropriate.

Approved by the Board of Trustees, June 22, 1992; a change in name was approved effective with the January 1, 1994 merger of Nova University and Southeastern University of the Health Sciences, forming Nova Southeastern University.

This mission statement serves as context for how the University has grown from its 1967 entering class of 17 doctoral students to its current enrollment of 14,383 undergraduate, first professional, and graduate students (*Research and Planning Weekly Enrollment Report*, December 12, 1994).

Definition of Terms

Adjunct Faculty: To offer flexibility and practitioner expertise, NSU is among the many universities that employ adjunct faculty who teach on a part-time basis without a full-time contract from the University.

Distance Education: An evolving activity that accommodates changes in demographics and lifestyles, distance education is the practice of offering courses and educational services to students away from the main campus. NSU, through its distance education programs, offers educational opportunities to students throughout the entire state of Florida and all other states.

Full Time Faculty: The Commission on Colleges of the Southern Association of Colleges and Schools defines a "full-time faculty member [as] one whose major employment is with the institution, whose primary responsibility is teaching and/or research, and whose employment is based upon a contract for full-time employees (*Criteria for Accreditation*, 1992-1993:35).

Income Leakage: Goldstein (1989-90) defined income leakage as follows: "When inputs are purchased from businesses outside the region at any step, there is a 'leakage,' and no further indirect economic impact in the region occurs." (p. 53)

Multiplier: Taylor (1990) offered an exceptionally lucid discussion of an economic multiplier and the impact of a multiplier on a local economy:

> The method of estimating the total economic impact of [any university] is essentially an application of a multiplier model in which direct spending, that is money that flows into the area from other areas, is subsequently respent within the area by the initial recipients. The respending process continues in successive rounds, from each of which there are leakages into the 'external' economy until the amount respent is approximately zero. [ ] The ratio between the initial injection and the total spending is termed the value of the multiplier. (p. 40)

Room Night: Regardless of the number of guests staying overnight in a hotel sleeping room, a room night is the term used in the hospitality industry to indicate the rental of one hotel sleeping room for one night.

South Florida: For this study, South Florida is defined as Broward County, Dade County, Monroe County, and Palm Beach County.

Assumptions and Limitations

Assumptions

1. If Nova Southeastern University did not exist in Broward County, it is assumed that a similar institution would not have taken its place somewhere in the South Florida region. Accordingly, the monetary impact of NSU on South Florida represents additional income to the area.

2. Due to the high rates of mobility of students and workers in South Florida (19.01 percent of all Broward County workers worked outside their county of residence; *1990 Census of Population and Housing*, Summary Tape File 3A), it is assumed that the economic impact of NSU cannot be restricted to Broward County (NSU has four campuses in Broward County) or Dade County (the current campus for NSU's Health Professions Division is in Dade County) alone. It is therefore appropriate to view the economic impact of Nova Southeastern University on adjoining counties also, incorporating all four South Florida counties: Broward, Dade, Monroe, and Palm Beach.

3. It is assumed that distance education students in NSU's field-based and online programs have a unique impact on the South Florida economy. They export tuition dollars to South Florida, while consuming very few services from the South Florida community.

   It is further assumed that when distance education students in NSU's field-based programs come to campus for institutes and cluster meetings, their spending is similar to the way tourists spend money in South Florida: they stay in hotels, they rent cars and ride in taxies, and they eat meals in restaurants. These activities introduce unique student contributions to a regional economy.

4. It is assumed that permanent South Florida residents who also attend NSU would remain in the community if the University did not exist. Although NSU offers many unique programs, there are eight other regionally accredited South Florida institutions that offer degrees at the bachelor's, first professional, and graduate levels. Thus, students with a permanent South Florida residence are not included in analyses involving the introduction of additional spending in South Florida.

5. However, the same assumption cannot be offered for students from other Florida regions and other states who purposely move to South Florida to attend classes at Nova Southeastern University. As a conservative estimate, it is assumed that students with a temporary South Florida residence spend $10,000 per year for cost of living expenses. This money and its subsequent multiplier effect would not enter the South Florida economy if NSU did not exist. The approximate $10,000 yearly living expense (*Financial Aid Academic Year Awarding Policy and Procedures*, 1994-1995, pp. 27-28) parallels estimates offered in the literature by Bluestone (1993, p. 25) for Boston, MA ($10,327) and Sann and Tervala (1993, p. 5) for Princess Anne, MD ($8,708).

6. Health Professions Division (HPD) financial statistics are assumed to be an 80:20 ratio between Dade County and Broward County, respectively.

Limitations

1. This report does not incorporate the $40 million HPD complex which is currently under construction on NSU's Davie campus. The economic impact of this complex must be deferred until this report is replicated in 1997.

2. It is only possible to offer broad estimates of the dollar expenditures distance education students in the field-based and online programs make when they come to South Florida to attend classes at institute and cluster meetings. It is estimated that these students spend approximately $55 per day for their hotel room, $40 per day for food, and $20 per day for other expenses while in South Florida.

3. Until specific studies are conducted, it is only possible to offer a broad estimate of the amount of money visitors to Nova Southeastern University introduce into the South Florida economy. It is estimated that guests also spend approximately $55 per day for their hotel room, $40 per day for food, and $20 per day for other expenses while in South Florida.

METHODOLOGY

Selection of a Model

This report is based on the standard deterministic input-output economic impact model first presented by Caffrey and Isaacs (1971). This model has been widely accepted by the academic community as an appropriate means of determining a university's impact on a specific region.

Although this model is widely accepted, it should be noted, however, that Caffrey and Isaacs' (1971) model is viewed by some as too narrow in focus and therefore too conservative in determining a university's economic impact on the local community. Bluestone (1993) offered a well-received report on the long-term economic impact of a university on a regional area, going far beyond the standard deterministic input-output presented by Caffrey and Isaacs (1971). In turn, Gana (1993) offered alternate methodologies and subsequent measures to standards proposed by Caffrey and Isaacs (1971).

Selection of a Multiplier

A multiplier of 1.8 was selected for this study. In defense of this conservative selection, it should be noted that:

1. Posey (1983) presented a summary of the range of multipliers used in previous economic impact studies, with multipliers ranging from 1.09 to 4.35. (p. 3)

2. Goldstein (1989-199) reported that "the normal range of an output multiplier is between 1.5 and 3.0." (p. 53)

3. Elliott, Levin, and Meisel (1988) cautioned that "most multipliers reported are around 2, [and] caution should be applied to the use of any multiplier substantially in excess of 2." (p. 26)

4. Leslie and Brinkman (1993), in a very detailed review of prior economic impact studies, reported that "Of all 41 college-related expenditure multipliers identified in the integrative review, the mean expenditure multiplier was 1.8 (n = 41), and for jobs it was 2.5 (n = 29)." (p. 91)

Accordingly, a 1.8 multiplier is an appropriate selection in the desire to offer a truthful, if conservative, estimate of the University's impact on the South Florida economy.

Sources of Data

Nova Southeastern University maintains a comprehensive accounting system that makes it possible to readily obtain available economic data from ad hoc queries to the appropriate databases. The only exception involved HPD since its accounting system was not fully integrated into the University's accounting system until July 1, 1994. Subsequently, Mr. Jeffrey Schneider, NSU's Vice President for Finance, offered rapid turnaround on requests for Fiscal Year 1994 vendors by sorted zip code, Fiscal Year 1994 full time faculty and full time and part time staff salaries by sorted zip code, and Fiscal Year 1994 adjunct faculty salaries by sorted zip code.

In addition, the computing center was able to offer permanent addresses by five-digit zip codes of all 1994 Fall Term students. This information made it possible to determine students with permanent South Florida addresses, as well as students who temporarily reside in South Florida in order to attend programs at the University. Distance education students have neither permanent nor temporary residence in South Florida but are instead enrolled in either the field-based or online programs offered by NSU.

A database of all five-digit zip codes in Broward County, Dade County, Monroe County, and Palm Beach County was constructed. This tool made it possible to extract aggregate and by county summaries of University expenditures and permanent residence of students in South Florida.

Finally, data were summarized into a series of tables that are attached to this report. These tables offer summary estimates of the University's impact on the South Florida economy, as well as specific statistics on academic programs, county residence and spending, and the influence of NSU's distance education students and visitors on the South Florida economy.

RESULTS

This study was conducted to offer an initial estimate of Nova Southeastern University's contribution to the South Florida economy. After all sources of economic contribution were examined and applied against a conservative 1.8 multiplier, it was determined that Nova Southeastern University contributed over $217 million to South Florida and its economy during Fiscal Year 1994. Summary statistic are offered in Table 1. Related summaries are attached to this report in a series of tables.

Table 1

Summary of All Monies Contributed to the South Florida Economy by Nova Southeastern University: FY 1994

Source of Contribution	$ Amount
Nova Southeastern University	
Services and Products	39,403,357
Full Time Salaries	57,835,021
Adjunct and Part Time Salaries	3,102,943
	$ 100,341,321
NSU Students with Temporary Residence in South Florida	$ 17,610,000
Students, Guests of NSU Students, and all Other Constituents Requiring Lodging in South Florida Hotels	$ 2,984,480
SUM	$ 120,935,801
TOTAL (Applying a 1.8 Multiplier)	$ 217,684,441

Note. Taxes have not been deducted from full time and adjunct/part time salaries. Taxes are, instead, assumed to be among the many expenses that result in income leakage away from South Florida. Benefits paid to service providers away from South Florida, however, are reflected in this regional representation of Nova Southeastern University's contribution to the South Florida economy.

After reviewing Table 1 and the series of tables attached to this report, the following trends associated with NSU and its economic impact on South Florida are clear:

1. Nova Southeastern University makes a substantial financial contribution to Broward County. NSU, itself, makes a direct expenditure, before application of the 1.8 multiplier, of nearly $71 million for services, products, and salaries in Broward County.

   When the Health Professions Division's $40 million complex on NSU's Davie campus is completed, it expected that the contribution to the Broward County economy will increase even more. Indeed, it is expected that the estimated 80:20 ratio of HPD expenditure between Dade County and Broward County will reverse, with Broward County capturing the greatest part of the Health Professions Division's nearly $25 million expenditures on products, services, and salaries.

2. Although NSU is well known for its distance education programs, it is evident that the University still concentrates on the needs of Florida's residents, with greatest emphasis on service to South Florida. Nearly three-quarters (73.17 percent of total) of all NSU students declared a permanent residence in Florida, with almost one-third (29.66 percent of total) of all students identified as permanent residents of Broward County.

3. South Florida's hospitality industry specifically receives a significant amount of business from distance education students and guests of NSU and its faculty, staff, and students. It is estimated that the hospitality industry books almost 26,000 room nights, per year, because of the University's presence in South Florida.

SUMMARY

Direct Economic Impact of Nova Southeastern University on the South Florida Economy

It is estimated that Nova Southeastern University and its faculty, staff, students, and guests contributed over $217 million to the South Florida economy in Fiscal Year 1994. Conservative estimates were used when exact expenditures were unknown. This study did not incorporate the negative impact of lost taxes (possibly over $1 million, depending on millage) on local municipalities from the University's $77,921,836 tax-exempt properties.

Hidden Economic Impact of Nova Southeastern University on the South Florida Economy

This report is viewed as a first iteration of what will become a continuing series of estimates of Nova Southeastern University's economic impact on South Florida. Additional issues that should be addressed in future estimates of NSU's contribution to the economic base of South Florida include the long-term economic, as well as human, contributions of a university on a specific region and the contributions of faculty consulting and other sources of faculty/staff income.

Nova Southeastern University's Long-Term Contribution to South Florida

The University serves the educational needs of a large segment of South Florida's population. As presented in Table 3, over one-half (53.70 percent of total) of all NSU students are permanent residents of South Florida. Most of these students will remain in South Florida and, in turn, contribute to the economic and cultural growth of this region. What are the long-term contributions of these students to South Florida? What additional taxes to local municipalities and the state government do these students make because of their increased earning potential after graduation from NSU? How else do these students contribute to South Florida?

Bluestone (1993) offered an excellent model on the long-term economic impact of a university on a regional area. Although this study was for a state school, it clearly

demonstrated that funding of postsecondary education offered a state a very favorable return on investment. There is also a need in future iterations of this report to include what Breegle and Daly (1987) refer to as a university's "improvement in the stock of human capital through instruction and public service, and in the stock of human and physical capital through research." (p. 5)

Consulting and Other Income by Nova Southeastern University Faculty

This report only offered statistics on direct salary payments to faculty, yet many faculty offer consulting services which in turn results in additional contributions to the local economy. Elliott, Levin, and Meisel (1988) addressed this issue and offered an excellent discussion on the secondary incomes of faculty and staff and the regional impact of this income:

> Surveys of faculty and staff can yield useful information about nonuniversity income from consulting and investment that accrues to the region only because the individual is employed by the local university or college. This response can be obtained as a percentage of the individual's university income which is available through administrative records. Thus, the surveys provide more accurate, complete, and detailed information than would be obtained from the Caffrey and Isaacs expenditure models. (p. 21)

Contributions to the South Florida economy from this source are unknown. A mechanism will be put into effect so that future iterations of this report will offer estimates of this very important effect.

Recommendations

This report provided evidence that Nova Southeastern University contributed over $217 million to the South Florida economy during Fiscal Year 1994. It is suspected, however, that this estimate may be too conservative. It is recommended that this report should be replicated during July 1997. This replication will take into account many of the variables that cannot be assessed at this time.

REFERENCES

1990 Census of Population and Housing. Summary Tape File 3A.

Bluestone, Barry. (1993) *UMASS/Boston: An Economic Impact Analysis*. Boston: University of Massachusetts. ERIC ED 356733

Breegle, Gary, and Brian Daly. (1987) "The Economic Impact of Public Universities and Colleges on Kentucky: Annual Expenditure Impact." New Orleans: A Paper Presented at the Annual Conference of the Southern Association for Institutional Research and the Society for College and University Planning, October 28-30, 1987. ERIC ED 290391

Broward Economic Development Council. *1994-95 Broward County Statistical Profile*. Fort Lauderdale, Florida: Broward Economic Development Council, Inc.

Caffrey, John, and Herbert H. Isaacs. (1971) *Estimating the Impact of a College or University on the Local Economy*. Washington, D.C.: American Council on Education. ERIC ED 252100

Criteria for Accreditation, 8th edition. (1992) Decatur, Georgia: Southern Association of Colleges and Schools.

Elliott, Donald S., Stanford L. Levin, and John B. Meisel. (1988) "Measuring the Economic Impact of Institutions of Higher Education." *Research in Higher Education*, V28, N1; pp. 17-33. ERIC EJ 376459

Financial Aid Academic Year Awarding Policy and Procedures; 1994-1995. Fort Lauderdale, Florida: Nova Southeastern University.

Gana, Rajaram. (1993) "Econometric Estimation of the Economic Impact of a University." Chicago: A Paper Presented at the 33rd Annual Forum of the Association for Institutional Research, May 16-19, 1993. ERIC ED 360914

Goldstein, Harvey A. (1989-90) "Estimating the Regional Economic Impact of Universities: An Application of Input-Output Analysis." *Planning for Higher Education*, V18, N1; pp. 51-64. ERIC EJ 400963

Leslie, Larry L., and Paul T. Brinkman. (1993) *The Economic Value of Higher Education.* Phoenix, Arizona: The Oryx Press (American Council on Education Series on Higher Education).

Nova Southeastern University Annual Report. (1994) Fort Lauderdale, Florida: Nova Southeastern University.

Posey, Ellen I. (1983) *Georgia State University Spending Patterns and the Atlanta Economy, 1983.* Atlanta: Georgia State University, Office of Institutional Planning. ERIC ED 234712

Research and Planning Weekly Enrollment Report; December 12, 1994. Fort Lauderdale, Florida: Nova Southeastern University.

Sann, David, and Victor Tervala. (1993) *Development Opportunities: The Effect of UMES on the Town of Princess Anne.* College Park, Maryland: The Institute for Governmental Service at the University of Maryland. ERIC ED 359894

Taylor, Peter. (1990) "The Impact of Institutions of Higher Education on Local Income and Employment: The Case of Bristol Polytechnic." *Higher Education Review*, V22, N2; pp. 39-58. ERIC EJ 4119949

Table 2

Nova Southeastern University's Expenditures in South Florida: Fiscal Year 1994

County	Services and Products	Faculty Salaries		TOTAL
		Full Time	Adjunct and Part Time	
Broward	$ 28,139,321	$ 40,720,143	$ 1,806,817	$ 70,666,281
Dade	$ 10,045,236	$ 15,414,118	$ 617,572	$ 26,076,926
Monroe	$ 57,034	$ 3,600	$ 69,653	$ 130,287
Palm Beach	$ 1,161,766	$ 1,697,160	$ 608,901	$ 3,467,827
TOTAL	$ 39,403,357	$ 57,835,021	$ 3,102,943	$ 100,341,321

Note. Data include FY 1994 HPD statistics, using 80 percent allocation to Dade County and 20 percent to Broward County. All other statistics are based on five-digit zip codes.

Table 3

Geographic Representation (Permanent Residence) of Nova Southeastern University Students by Florida Residence

Academic Program	F94	Florida N	Florida % of Pgm.	South Florida N	South Florida % of Pgm.
Abraham S. Fischler Center for the Advancement of Education	4,068	2,404	59.10	1,540	37.86
Center for Computer and Information Sciences	596	299	50.17	227	38.09
Center for Hospitality Management	139	133	95.68	132	94.96
Center for Psychological Studies	1,225	1,102	89.96	779	63.59
James M. Farquhar Center for Undergraduate Studies	3,486	3,088	88.58	2,254	64.65
Oceanographic Center	82	65	79.27	60	73.17
School of Business and Entrepreneurship	2,030	1,362	67.09	1,014	49.95
School of Social and Systemic Studies	199	190	95.48	185	92.96
Shepard Broad Law Center	933	805	86.28	721	77.28
Health Professions Division					
College of Allied Health	60	56	93.33	44	73.33
College of Osteopathic Medicine	527	388	73.62	289	54.84
College of Optometry	335	235	70.15	163	48.66
Occupational Therapy	46	36	78.26	26	56.52
Physical Therapy	60	46	76.67	31	51.67
College of Pharmacy	433	409	94.45	322	74.36
OVERALL	14,545	10,642	73.17	7,810	53.70

Note. OVERALL includes all 1994 Fall Term NSU students, including non-degree seeking students, special status students, and students in the Panama cluster at end-of-term (1/5/95).

Statistics for all students who identified one of the four South Florida counties (Broward County, Dade County, Monroe County, or Palm Beach County) as permanent residence include the following breakouts:

	N	% of Total
Broward County	4,314	29.66
Dade County	2,534	17.42
Monroe County	46	0.32
Palm Beach County	916	6.30

Table 4

Geographic Representation (Permanent Residence) of Nova Southeastern University Students by Florida Residence: Broward County Students

Academic Program	F94	Florida N	Florida % of Pqm.	Broward N	Broward % of Pqm.
Abraham S. Fischler Center for the Advancement of Education	4,068	2,404	59.10	590	14.50
Center for Computer and Information Sciences	596	299	50.17	161	27.01
Center for Hospitality Management	139	133	95.68	76	54.67
Center for Psychological Studies	1,225	1,102	89.96	495	40.41
James M. Farquhar Center for Undergraduate Studies	3,486	3,088	88.58	1,371	39.33
Oceanographic Center	82	65	79.27	51	62.20
School of Business and Entrepreneurship	2,030	1,362	67.09	595	29.31
School of Social and Systemic Studies	199	190	95.48	127	63.82
Shepard Broad Law Center	933	805	86.28	482	51.66
Health Professions Division					
College of Allied Health	60	56	93.33	15	25.00
College of Osteopathic Medicine	527	388	73.62	108	20.49
College of Optometry	335	235	70.15	77	22.98
Occupational Therapy	46	36	78.26	11	23.91
Physical Therapy	60	46	76.67	9	15.00
College of Pharmacy	433	409	94.45	127	29.33
OVERALL	14,545	10,642	73.17	4,314	29.66

Note. OVERALL includes all 1994 Fall Term NSU students, including non-degree seeking students, special status students, and students in the Panama cluster at end-of-term (1/5/95).

Table 5

Geographic Representation (Permanent Residence) of Nova Southeastern University Students by Florida Residence: Dade County Students

Academic Program	F94	Florida N	Florida % of Pqm.	Dade N	Dade % of Pqm.
Abraham S. Fischler Center for the Advancement of Education	4,068	2,404	59.10	712	17.50
Center for Computer and Information Sciences	596	299	50.17	25	4.19
Center for Hospitality Management	139	133	95.68	39	28.06
Center for Psychological Studies	1,225	1,102	89.96	173	14.12
James M. Farquhar Center for Undergraduate Studies	3,486	3,088	88.58	707	20.28
Oceanographic Center	82	65	79.27	7	8.54
School of Business and Entrepreneurship	2,030	1,362	67.09	273	13.45
School of Social and Systemic Studies	199	190	95.48	34	17.09
Shepard Broad Law Center	933	805	86.28	140	15.01
Health Professions Division					
College of Allied Health	60	56	93.33	23	38.33
College of Osteopathic Medicine	527	388	73.62	151	28.65
College of Optometry	335	235	70.15	69	20.60
Occupational Therapy	46	36	78.26	11	23.91
Physical Therapy	60	46	76.67	16	26.67
College of Pharmacy	433	409	94.45	152	35.10
OVERALL	14,545	10,642	73.17	2,534	17.42

Note. OVERALL includes all 1994 Fall Term NSU students, including non-degree seeking students, special status students, and students in the Panama cluster at end-of-term (1/5/95).

Table 6

Geographic Representation (Permanent Residence) of Nova Southeastern University Students by Florida Residence: Monroe County Students

Academic Program	F94	Florida N	Florida % of Pgm.	Monroe N	Monroe % of Pgm.
Abraham S. Fischler Center for the Advancement of Education	4,068	2,404	59.10	9	0.22
Center for Computer and Information Sciences	596	299	50.17	1	0.17
Center for Hospitality Management	139	133	95.68	7	5.04
Center for Psychological Studies	1,225	1,102	89.96	4	0.33
James M. Farquhar Center for Undergraduate Studies	3,486	3,088	88.58	10	0.29
Oceanographic Center	82	65	79.27	1	1.22
School of Business and Entrepreneurship	2,030	1,362	67.09	4	0.20
School of Social and Systemic Studies	199	190	95.48	0	0.00
Shepard Broad Law Center	933	805	86.28	4	0.43
Health Professions Division					
College of Allied Health	60	56	93.33	0	0.00
College of Osteopathic Medicine	527	388	73.62	1	0.19
College of Optometry	335	235	70.15	3	0.90
Occupational Therapy	46	36	78.26	0	0.00
Physical Therapy	60	46	76.67	1	1.67
College of Pharmacy	433	409	94.45	1	0.23
OVERALL	14,545	10,642	73.17	46	0.32

Note. OVERALL includes all 1994 Fall Term NSU students, including non-degree seeking students, special status students, and students in the Panama cluster at end-of-term (1/5/95).

Table 7

Geographic Representation (Permanent Residence) of Nova Southeastern University Students by Florida Residence: Palm Beach County Students

Academic Program	F94	Florida N	Florida % of Pgm.	Palm Beach N	Palm Beach % of Pgm.
Abraham S. Fischler Center for the Advancement of Education	4,068	2,404	59.10	229	5.63
Center for Computer and Information Sciences	596	299	50.17	40	6.71
Center for Hospitality Management	139	133	95.68	10	7.19
Center for Psychological Studies	1,225	1,102	89.96	107	8.73
James M. Farquhar Center for Undergraduate Studies	3,486	3,088	88.58	166	4.76
Oceanographic Center	82	65	79.27	1	1.21
School of Business and Entrepreneurship	2,030	1,362	67.09	142	7.00
School of Social and Systemic Studies	199	190	95.48	24	12.06
Shepard Broad Law Center	933	805	86.28	95	10.18
Health Professions Division					
College of Allied Health	60	56	93.33	6	10.00
College of Osteopathic Medicine	527	388	73.62	29	5.50
College of Optometry	335	235	70.15	14	4.18
Occupational Therapy	46	36	78.26	4	8.70
Physical Therapy	60	46	76.67	5	8.33
College of Pharmacy	433	409	94.45	42	9.70
OVERALL	14,545	10,642	73.17	916	6.30

Note. OVERALL includes all 1994 Fall Term NSU students, including non-degree seeking students, special status students, and students in the Panama cluster at end-of-term (1/5/95).

Table 8

Residence of Nova Southeastern University Students: Temporary and Permanent South Florida Residence

		South Florida Residence			
		Temporary		Permanent	
Academic Program	F94	N	% of Pgm.	N	% of Pgm.
Abraham S. Fischler Center for the Advancement of Education	4,068	0	0.00	1,540	37.86
Center for Computer and Information Sciences	596	20	3.36	227	38.09
Center for Hospitality Management	139	7	5.04	132	94.96
Center for Psychological Studies	1,225	200	16.32	779	63.59
James M. Farquhar Center for Undergraduate Studies	3,486	600	17.21	2,254	64.65
Oceanographic Center	82	22	26.83	60	73.17
School of Business and Entrepreneurship	2,030	100	4.93	1,014	49.95
School of Social and Systemic Studies	199	14	7.04	185	92.96
Shepard Broad Law Center	933	212	22.72	721	77.28
Health Professions Division					
College of Allied Health	60	16	26.67	44	73.33
College of Osteopathic Medicine	527	238	45.16	289	54.84
College of Optometry	335	172	51.34	163	48.66
Occupational Therapy	46	20	43.48	26	56.52
Physical Therapy	60	29	48.33	31	51.67
College of Pharmacy	433	111	25.64	322	74.36
TOTAL		1,761		7,787	

Table 9

Residence of Nova Southeastern University Students: Estimates of Distance Education Students Residing Away from NSU and South Florida

Academic Program	F94	N	% of Program
Abraham S. Fischler Center for the Advancement of Education	4,068	2,528	62.14
Center for Computer and Information Sciences	596	349	58.55
Center for Hospitality Management	139	0	0.00
Center for Psychological Studies	1,225	246	20.08
James M. Farquhar Center for Undergraduate Studies	3,486	632	18.12
Oceanographic Center	82	0	0.00
School of Business and Entrepreneurship	2,030	916	45.12
School of Social and Systemic Studies	199	0	0.00
Shepard Broad Law Center	933	0	0.00
Health Professions Division			
College of Allied Health	60	0	0.00
College of Osteopathic Medicine	527	0	0.00
College of Optometry	335	0	0.00
Occupational Therapy	46	0	0.00
Physical Therapy	60	0	0.00
College of Pharmacy	433	0	0.00

Table 10

Estimated Number of Room Nights in South Florida for All Nova Southeastern University Constituents

Group	Number of Room Nights
Guests of NSU Students with Temporary Residence in South Florida	3,522
Attendance at Institute and Cluster Meetings by NSU's Distance Education Students	14,930
Guests of NSU Students at Commencement	7,000
Lodging for Other Visitors and Guests at Special Events	500
TOTAL	25,952

Note. Estimates are based on the following assumptions:

Each NSU student with temporary residence in South Florida (N = 1,761) had out-of-town guests that required two room nights.

Estimates of room nights resulting from student attendance at institutes and cluster meetings are detailed in Table 11.

Each NSU graduate (approximately 3,500) generated two room nights for attendance and/or participation at commencement.

Special events and other activities associated with NSU resulted in an estimated 500 room nights in FY 1994.

Table 11

Estimated Number of Room Nights in South Florida for Attendance at Required Activities by Nova Southeastern University Distance Education Students

Academic Program	Number of Room Nights
Abraham S. Fischler Center for the Advancement of Education	6,230
Center for Computer and Information Sciences	3,600
Center for Psychological Studies	0
James M. Farquhar Center for Undergraduate Studies	0
School of Business and Entrepreneurship	5,100
TOTAL	14,930

Note. Estimates are based on the following assumptions:

Abraham S. Fischler Center for the Advancement of Education

Institute

N . . . . . 800 Students
Days in South Florida . . . . . 7 Days
Room Nights 5,600

Regional/National Cluster Meetings

N . . . . . 45 Students
Days in South Florida . . . . . 14 Days
Room Nights 630

Center for Computer and Information Sciences

Institute

N . . . . . 200 Students
Days in South Florida . . . . . 12 Days
Room Nights 2,400

Regional/National Cluster Meetings

N	100 Students
Days in South Florida	12 Days
Room Nights	1,200

School of Business and Entrepreneurship

Productivity Workshop

N	600 Students
Days in South Florida	5 Days
Room Nights	3,000

Regional/National Cluster Meetings

N	300 Students
Days in South Florida	7 Days
Room Nights	2,100

Distance education students in the Center for Psychological Studies and the James M. Farquhar Center for Undergraduate Studies are enrolled in cluster-based programs with all instruction provided at the local cluster.